



## James Island Elementary

1872 Grimball Rd.  
Charleston, SC 29412

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	524 Students	
<b>Principal</b>	Christy Thompson	843-762-8240
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

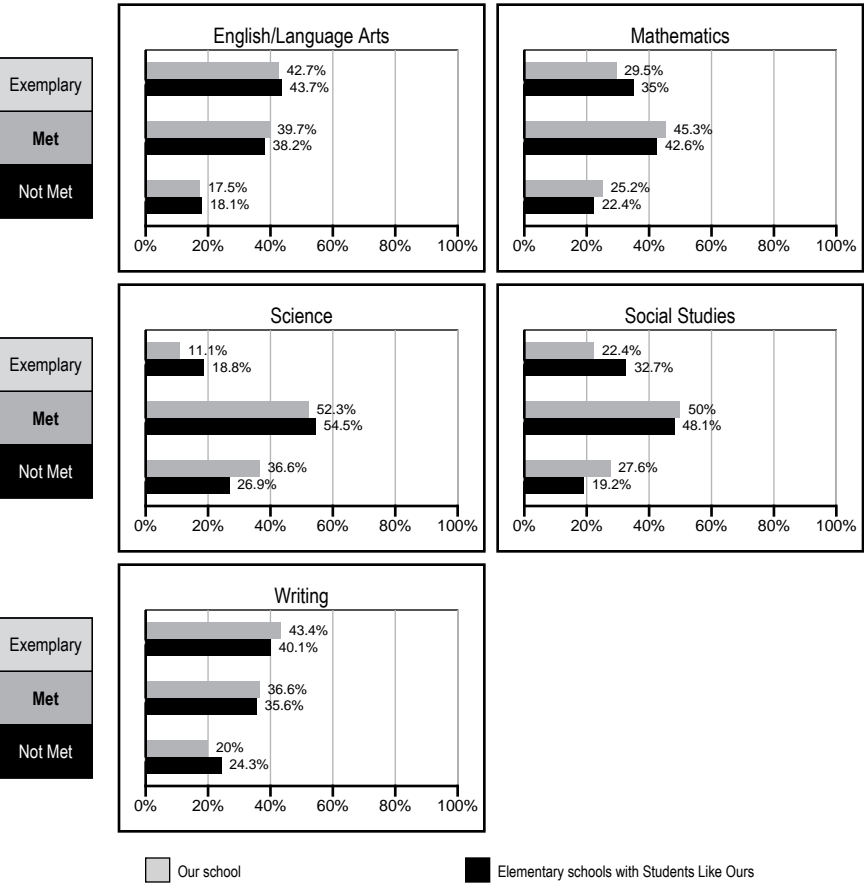
95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
16	29	41	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=524)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Up from 1.1%	1.9%	1.9%
Attendance rate	96.1%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	11.0%	Down from 11.2%	14.4%	10.0%
With disabilities other than speech	6.2%	Up from 5.4%	7.4%	7.7%
Older than usual for grade	0.2%	Down from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	57.6%	Up from 54.5%	61.3%	59.4%
Continuing contract teachers	81.8%	No Change	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 87.4%	88.5%	85.9%
Teacher attendance rate	94.5%	Down from 94.9%	95.2%	95.1%
Average teacher salary*	\$45,593	Up 3.3%	\$47,579	\$47,149
Professional development days/teacher	4.2 days	Down from 5.4 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 20.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 90.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,673	Down 4.2%	\$6,980	\$7,458
Percent of expenditures for instruction**	68.9%	Down from 70.7%	69.1%	68.8%
Percent of expenditures for teacher salaries**	66.8%	Up from 55.5%	62.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Our successes at James Island Elementary are directly correlated to the focus on the the CCSD Coherent Curriculum and S.C. Curriculum Standards. Our teachers hold all students to very high academic and behavioral standards. We participate in the school-wide PBIS program to enhance social behavior. School-wide Project Read accelerates and advances our students' academic performance. With a full 5 years of implementation of these programs, we expect to see greater gains this upcoming year.

James Island Elementary is proud of new traditions and programs established over the last six years to compliment student learning. These include: Open House, Family Reading Night, Math/Science Night, Chorus and Concerts, Relay for Life, Jump Rope for the Heart, PTA/SIC, By the Sea – End of the Year Celebration, Business Partners, Reading Prize Patrol, and Project Read/DIBELS.

Even though our present rating is average, we strive for a good overall average. Longitudinal analysis of student performance in Math, ELA, Science and Social Studies indicates that continued improvements are needed to move students to proficient and advanced levels. The percentage of 4th graders scoring proficient and advanced in ELA, Math, Science, and Social Studies in 2008 decreased from 2007. Social Studies and Science scores dropped in 2008. While these scores still are above the district and state performance objectives, we strive for improvement paying particular attention to 4th and 5th grade.

Our overall improvement goals focus on increasing the number of proficient and advanced students in all subject areas and grade levels. In addition, our goal focuses on decreasing the number of below basic students in all grade levels and subject areas. We met 13 of 17 goals toward our Adequate Yearly Progress. An additional challenge is our increasing poverty index. We increased from 48% low socioeconomic population to approximately 64% low socioeconomic population over the past six years.

The results of the School Climate Survey reflected all teachers and students rated all categories in an excess of 85%. Our overall goal is to increase parent satisfaction with the learning environment. Parents were more than 90% satisfied in all categories.

We are fortunate to have tremendous support from numerous business partners and community members. The College of Charleston and the Wesleyan University have been particularly instrumental in providing professional development and resources for our staff over the past six years.

Cathy H. Coleman, Principal  
Nichole Adkins, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	31	79	55
Percent satisfied with learning environment	96.7%	87.3%	92.6%
Percent satisfied with social and physical environment	100.0%	88.5%	89.1%
Percent satisfied with school-home relations	93.3%	89.6%	87.3%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	244	100	17.3	40.1	42.6	91.1	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	125	100	20.5	41.8	37.7	88.5	81.8	79.3	N/A	N/A
Female	119	100	13.9	38.3	47.8	93.9	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	132	100	8.5	36.9	54.6	94.6	95.8	89.5	Yes	Yes
African American	100	100	31.3	45.8	22.9	85.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	21	100	57.1	28.6	14.3	52.4	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	105	100	26.5	45.9	27.6	86.7	74.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	244	99.6	24.6	45.8	29.7	82.6	81	78.9	Yes	Yes
<b>Gender</b>										
Male	125	99.2	27.3	43.8	28.9	80.2	79.3	77	N/A	N/A
Female	119	100	21.7	47.8	30.4	85.2	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	132	99.2	14.7	41.9	43.4	94.6	94.6	87.2	Yes	Yes
African American	100	100	38.5	51	10.4	65.6	67.9	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	21	100	66.7	19	14.3	33.3	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	105	100	34.7	49	16.3	70.4	69.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	161	98.8	36.1	52.9	11	63.9	68.9	67.5
<b>Gender</b>								
Male	89	98.9	34.9	59.3	5.8	65.1	68.2	67
Female	72	98.6	37.7	44.9	17.4	62.3	69.6	68
<b>Racial/Ethnic Group</b>								
White	89	100	20.5	61.4	18.2	79.5	90.4	79.5
African American	64	96.9	60	38.3	1.7	40	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.4	71.2
<b>Disability Status</b>								
Disabled	14	100	N/AV	N/AV	N/AV	28.6	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	70	97.1	50	46.9	3.1	50	50.2	55.1

<b>Social Studies</b>								
All Students	161	100	27.2	50.6	22.2	72.8	76.8	72.3
<b>Gender</b>								
Male	82	100	29.3	47.6	23.2	70.7	75.3	71.5
Female	79	100	25	53.9	21.1	75	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	80	100	12.7	46.8	40.5	87.3	91.5	80.7
African American	72	100	47.1	51.4	1.4	52.9	62.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	90.9	72.2
<b>Disability Status</b>								
Disabled	15	100	N/AV	N/AV	N/AV	26.7	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	73	100	47.1	48.6	4.3	52.9	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	242	97.9	19.7	36.8	43.6	80.3	74.1	70.2	96.1	96
Gender										
Male	122	98.4	26.1	32.8	41.2	73.9	67.8	63.2	96.1	95.9
Female	120	97.5	13	40.9	46.1	87	80.6	77.5	96	96.1
Racial/Ethnic Group										
White	132	98.5	13.8	30.8	55.4	86.2	90.4	79.1	95.6	95.9
African American	99	97	29	46.2	24.7	71	59.2	57.6	96.7	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.7	96.3
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	84	68.7	96.7	95.8
Disability Status										
Disabled	23	87	65	15	20	35	29.6	26.1	96.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.2	61.2	97.2	96.5
Socio-Economic Status										
Subsidized meals	99	95	31.2	38.7	30.1	68.8	59.1	58.9	96.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	81	100	9.1	26	64.9	90.9
	4	79	100	24.7	41.6	33.8	75.3
	5	84	100	18.1	51.8	30.1	81.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	81	100	11.7	40.3	48.1	88.3
	4	79	100	28.6	54.5	16.9	71.4
	5	84	98.8	32.9	42.7	24.4	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	41	97.6	13.2	57.9	28.9	86.8
	4	78	100	48.7	50	1.3	51.3
	5	42	97.6	34.1	53.7	12.2	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	41	100	15	50	35	85
	4	78	100	22.4	61.8	15.8	77.6
	5	42	100	47.6	31	21.4	52.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	80	96.3	7.9	28.9	63.2	92.1
	4	78	97.4	21.3	44	34.7	78.7
	5	84	100	28.9	37.3	33.7	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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